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A directive to field representatives of the California Bureau of School Planning outlines five steps in the procedure involving facilities for the educationally handicapped. Three types of classrooms are described and maximum enrollment is specified. Further information on both educational programs and facilities covers legal basis and definition, enrollments, program objectives, general and specific considerations, and area allowances. Six illustrations and two forms are provided. (JD)

ED028574

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FACILITIES FOR THE EDUCATIONALLY HANDICAPPED

EC003883

BUREAU OF SCHOOL PLANNING

INTRODUCTION

This report contains the best and most current information available about facility and program requirements for educationally handicapped pupils in California. The space allocations for the various programs have been tentatively adopted by the Allocations Board as of April 12, 1967. Their decision now permits those districts utilizing State-aid funds to proceed with their housing programs.

Initially, this material was collected and reproduced to guide field representatives from the State Department of Education in making evaluations and recommendations about facility design. Undoubtedly, copies will also be made available to architects and district planners during initial conferencing on E. H. facilities. Architects in particular have the responsibility of informing themselves about the specific requirements of these pupils and their teachers before preliminary design studies are begun.

The Bureau for Educationally Handicapped and Mentally Exceptional Children and the Bureau of School Planning of the State Department of Education are jointly responsible for this report.

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June 16, 1967

DIRECTIVE TO FIELD REPRESENTATIVES

BUREAU OF SCHOOL PLANNING

Procedure Involving Facilities for the Educationally Handicapped

Step I When a school district expresses an interest in providing building space for the educationally handicapped by applying for state aid, the field representative should involve the area consultant from the Bureau for the Educationally Handicapped and Mentally Exceptional Children. The Special Education Consultant will assist the district in determining the location and extent of facilities for these pupils district-wide or on a master plan basis.

Step II The district files a Justification Document based upon the intradepartmental memorandum of Bureau of School Planning from the Chief of the Bureau for the Educationally Handicapped and Mentally Exceptional Children. On this form will be indicated the location and types of teaching stations authorized; i. e. , types A, B, and/or C spaces.

Step III The school district, the district architect, and the field representative should establish space requirements based upon the instructional program policies of the district with further assistance from the Consultant of the Bureau for the Educationally Handicapped when available.

Step IV The Justification Document (Form SP-LAD 1003) shall not be approved unless the eligible educationally handicapped pupils are being provided for in newly-converted existing space and/or new construction. No area entitlement should be allowed unless the district applies for facilities specifically designed to accommodate these children.

Stating it another way, we should not approve the loading of Educationally Handicapped pupils in existing buildings without a formal application to convert or modernize that space to accommodate the new program.

Step V The district files a financial application which includes money for furniture and equipment. Furniture and equipment lists will be approved by the Bureau for Educationally Handicapped until such time as a fixed amount can be established for various type teaching stations if and when that occurs.

GENERAL BACKGROUND INFORMATION

The district is not permitted by law to enroll more than two percent of its total enrollment in the program for the educationally handicapped.

The program thinking behind each of the types of teaching stations authorized by the Allocation Board is as follows:

TYPE A CLASSROOM - This space is intended to serve pupils with learning disabilities who are enrolled in a regular class, but who are receiving instruction on an individual basis or in one special area of disability for a limited period of time depending on the type of disability.

MAXIMUM AREA ALLOWANCE 600 square feet

TYPE B CLASSROOM - This space is intended to serve pupils with learning disabilities who are enrolled in a regular class, but who receive special instruction in more than one area of curriculum, usually in small groups needing a special teacher at different times. These pupils can be those who have transferred from a special class assigned full-time to a special teacher.

MAXIMUM AREA ALLOWANCE 1,100 square feet

TYPE C CLASSROOM - This space is intended to serve those pupils who are neurologically or educationally handicapped to such a degree that they must be enrolled in a special class. It is conceivable that some of these pupils would be attending a regular class part-time while their learning problems are being solved by the special teacher. Some pupils in this group will need to be under constant supervision of the teacher. Others could be in a transition stage until ready to return to a regular class group. In the design of this type of space it is assumed that a teacher aide will be available.

MAXIMUM AREA ALLOWANCE 1,400 square feet

If a district, in your opinion, is not providing an adequate program or an adequate amount of building space, I would suggest you involve the consultant from the Bureau for the Educationally Handicapped. If the district wishes to design facilities appreciably smaller than the allowable area as recommended by our department, thorough documentation of this exceptional condition should be made.

As early as possible, I would also like to recommend that each field man become involved in a pilot project with a district that is interested in developing a thorough program for these children, utilizing the services of a consultant in our own department and/or the office of the county superintendent of schools, and/or special consultants at the district level.

Attached you will find a copy of the "Analysis of the Educational Program and Facilities for Educationally Handicapped Minors," issued by the Bureau of School Planning and the Bureau for Educationally Handicapped and Mentally Exceptional Children, and black and white reproductions of the Vu-graphs which were used in recommending the Allocation Board action authorizing building area allowances.

A. W. Calvert

A. W. Calvert

EDUCATIONAL PROGRAMS AND FACILITIES FOR EDUCATIONALLY HANDICAPPED MINORS

A concern of society and educators has been the capable pupil who fails to learn and may become a behavior problem and often leaves or is excluded from the public school. The growing body of research indicates that many of these pupils can be identified as having specific learning problems which can be substantially alleviated through special techniques and approaches. Many attempts in the past have been made to assist such pupils through remedial programs and guidance efforts, but recent concepts and methods require a more intensive and individualized program and special facilities to effectively assist the pupil in handling such learning problems.

The experience gained in those California schools which provided special pilot programs for neurologically handicapped and emotionally handicapped pupils demonstrated the effectiveness of such approaches to learning problems and led to legislation in 1963 enabling establishment of public school programs for such pupils.

In the brief period following its implementation, this program has attracted favorable recognition locally and nationally. The successes cover not only school performance and behavior, but non-school aspects as well, indicating a substantial benefit to the minor, his family, his school, and the community. Many of the pupils in this program have had their failure patterns reversed and many have been prevented from becoming school drop-outs with concomitant problems to society.

LEGAL BASIS AND DEFINITION

Programs for educationally handicapped minors were authorized by the California State Legislature in 1963[1] and supplemented by amendments in 1965.[2]

Pupils eligible for this program are those whose learning problems are associated with neurological handicaps or behavioral problems or both, such that they are not achieving and are unable to benefit from ordinary education facilities although they have the potential to do so.[3]

Such pupils required an inordinate amount of a teacher's time and effort and involved considerable expense yet frequently were persistent problems and eventually school drop-outs or exclusions.

Selection of pupils is based on the study and evaluation of the specific problems of each pupil by an educator, a psychologist, a physician and other specialists as needed. Every effort is made to determine the extent of such problems as perceptual difficulties, language and communication deficits, medical and physical development, psychological and emotional handicaps, and other factors affecting the learning of each pupil. This is essential for detailed planning of a specialized educational program.

The reports of these studies are presented to an Admissions Committee whose collective decision establishes each pupil's individual problems and needs and makes the appropriate educational recommendations. A school administrator, a psychologist, a licensed physician, a teacher, and a school nurse or social worker are required members of the Admissions Committee.

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[1] Education Code Section 6750

[2] Assembly Bills 1258 and 1259

[3] The basic definition is contained in Education Code 6750 as follows: As used in this chapter, "educationally handicapped minors" are minors, other than physically handicapped minors (as defined in Sections 6801 and 6802 of this code) or mentally retarded minors (as defined in Sections 6901, 6902, and 6903 of this code) who, by reason of marked learning or behavioral problems or a combination thereof, cannot receive the reasonable benefit of ordinary education facilities.

ENROLLMENTS

Special education programs may be provided for educationally handicapped minors between the ages of four years nine months and eighteen years.

Realistic class size limits are dependent on such factors as age, age range, severity of problems, range of problems, facility available, training of personnel, use of aides or assistants, extent of the district program and many additional varying factors.

Future development of this program may require reconsideration of grouping and maximum enrollments. Administratively, the present maximum enrollments in educationally handicapped programs are as follows:

SPECIAL CLASS

1. Kindergarten through junior high school: the maximum enrollment shall be eleven pupils, except that in a class in which the chronological age spread is greater than three years, the maximum enrollment shall be nine.
2. High school: the maximum enrollment shall be twelve pupils, except that in a class in which the chronological age spread is greater than three years, the maximum enrollment shall be ten.

LEARNING DISABILITY GROUPS

1. Kindergarten through junior high school: the maximum enrollment shall be eight pupils except in a given group session in which chronological age spread is greater than three years, the maximum enrollment shall be six. A maximum weekly enrollment for a full-time teacher shall be thirty-two.
2. High school: the maximum enrollment shall be ten pupils, except in a given group session in which chronological age spread is greater than three years, the maximum enrollment shall be eight. A maximum weekly enrollment for a full-time teacher shall be forty.

A school district maintaining special educational programs for educationally handicapped minors may claim reimbursement for excess costs of the educationally handicapped program up to two percent of the total district enrollment.

PRESENT STATUS

At the close of the first year of operation (school year 1963-64), there were 2,043 pupils enrolled in 57 districts.

During the 1964-65 school year, 5,321 pupils were served in 230 school districts. Complete data not yet available, it is estimated that 1965-66 enrollment exceeded 11,000 EH pupils.

FUTURE PROJECTIONS

Ten year projections have been developed for all areas of special education.[1] The educationally handicapped enrollments are shown in comparison to total school enrollments and total special education enrollments in special day classes:

Year	Projected fall enrollment - total school population	Percent of enrollment in all special education	Projected fall enrollment - all special education	Percent of enrollment in educationally handicapped	Projected enrollment - educationally handicapped
1964-65	4,092,542	2.561	102,192	0.12	4,911
1969-70	4,853,960	3.432	161,060	0.96	46,598
1974-75	5,503,083	4.403	232,083	1.60	88,049

EDUCATIONALLY HANDICAPPED PROGRAM OBJECTIVES

To the maximum extent possible, the same curriculum content which is normally found in regular school programs is provided for educationally handicapped minors (Education Code Section 6751). The school program requires a highly individualized approach involving specialized techniques, requirements, equipment, and environment to effectively cope with the complex learning characteristics and problems of the educationally handicapped pupil. The nature of the remedial instruction often goes far beyond what this word has previously meant in the regular school program. A wide range of daily preparations must be made for each pupil in the program.

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[1] Basic data developed by Department of Finance, Population Research Unit, July, 1964.

For many of these pupils changes in behavior are necessary before effective learning can be achieved. Reduction in anxiety, overcoming fear of failure, controlling of impulsive behavior, and learning self-control, are some important factors facilitating learning. The teacher also must be able to give care to, or handle behavior crises such as aggressiveness, emotional reactions, or seizures, within the structure of the classroom. The majority of the educationally handicapped pupils will require additional assistance in such areas as visual and auditory perception, spacial orientation, physical coordination, motor skills, communication skills, language development and concept formation.

An important objective of this program is the integration of educationally handicapped with the regular school program for varying periods of time. There is considerable turnover of enrollment as pupil improvement warrants increased periods of regular school attendance. The ultimate goal is to return the pupil to full time regular school attendance. In the short time this program has operated, many districts have already successfully returned pupils to the regular program. This mobility creates needs for frequent adjustments in the program. Another factor affecting the integration is that often a class may have a chronological age span of several years.

GENERAL CONSIDERATIONS

During the formulation of program information for the educationally handicapped pupil, it became evident that a few basic considerations were essential to understanding these pupils and their requirements. A study was made based on:

a) a review of a basic study influential in establishing the basic legislation and current concepts of educational facilities[1]

b) a review of the basic legislation (AB 464) and administrative regulations (Title V, Cal. Adm. Code)

c) consideration of the contents of a report to the Legislature in January 1965[2]

d) personal field visits

e) discussion with specialists in other areas of special education

f) discussions with members of the Bureau of School Planning, California State Department of Education.

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[1]Instructional Planning for Educationally Handicapped Children, Contra Costa County Schools Office, 1964.

[2]Report on Operation and Results of Special Education Program for Educationally Handicapped Minors, State Department of Education, January 1965.

The following general considerations were determined as conceptualizing the general characteristics of the pupils and needs of the program:

1. Kindergarten through sixth grade pupils need a greater amount of instruction in Special Classes per school day than seventh and eighth grade pupils. Secondary pupils in general are less frequently enrolled in Special Classes than in Learning Disability Groups.

2. There are fewer girls than boys normally identified and enrolled, almost to the point of making girls conspicuous in this program. The current ratio appears to be eight to one.

3. There are varying degrees of severity of handicap among pupils in these classes.

4. The pupil population changes frequently as improvement warrants return to regular programs.

5. Individual carrels should be supplied as furniture rather than built-in equipment so the number can change as the group changes and demonstrates greater or less need for individual distraction-free space.

6. Facilities for these pupils should not be decidedly different from or separated from the regular school plant as they are viewed by regular pupils at the school. They should be located, by and large, on a campus housing non-handicapped pupils of comparable chronological age.

7. The interiors of the room should be designed to create a quiet, controlled-stimulation environment.

8. Pupils should have several different types of stations:

   (a) for individual academic study
   (b) for individual and group activity or learning of different types.

9. Classrooms should have adjacent toilets, available areas for isolation, rest, conferencing with parents and visitors, auditory training and testing, perception training and testing, psychological testing, teacher preparation, storage and record keeping. Combined areas may be possible.

10. An isolation or rest area should be available. The teacher encourages the pupils to voluntarily isolate themselves during times of emotional stress. The isolation room should be designed so sound and vision can be controlled according to the choice of pupil and/or the teacher. One way glass for observation will be necessary in certain facilities.

11. Segregated outdoor space should be provided for severely involved primary pupils.

12. Access to storage areas must be controlled.

13. Master planning should provide for possibility of team teaching.

ENROLLMENT STANDARDS FOR E. H. SPECIAL CLASSES

Grade Level	Rooms	Minimum Enrollment [1]	Maximum Enrollment [2] (Varies with chronological age spread)
K-6 and Junior High	1	7	9 - 11
	2	15	18 - 22
	3	25	27 - 33
	4	35	36 - 44
	5 or more rooms	x 9 per room	x 9 - 11 per room
Senior High	1	8	10 - 12
	2	17	20 - 24
	3	28	30 - 36
	4	39	40 - 48
	5 or more rooms	x 10 per room	x 10 - 12 per room

Special classes for children with learning disabilities require special techniques and approaches which in turn require accommodations which may materially differ from instructional areas for normal children. The philosophy of the programs for educationally handicapped minors today is to integrate these children into the regular program wherever they can function so that they can learn and grow as part of our society rather than be excluded. Therefore, in providing facilities for housing these students, every effort should be made to plan these classrooms as part of the regular school plant.

Although a typical class size for these students would be limited to a minimum of ten and a maximum of twelve students, space is required which is equal to or larger than the normal classroom in order to provide for the special activities and equipment needed. This would include such areas as the isolation and testing room, toilets, conference room and office and storage room for equipment. The main instructional space or classroom must permit the use of special equipment such as individual study carrels, and indoor physical education equipment as well as the usual tables, desks, chairs and counter elements. Moreover, in these classes it is important that the child move to the various activity stations rather than move the equipment and activity for the child throughout the day at one location.

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[1] Minimum number of pupils required to justify the construction of classrooms under the State-aid building program.

[2] Legal maximum enrollment necessary for reimbursement.

CONSIDERATIONS IN PLANNING FACILITIES FOR EDUCATIONALLY HANDICAPPED MINORS

SPECIAL CLASSES - ELEMENTARY

Educational Objectives	Activities	Space and Equipment
Basic Academic Competency	Individual and small group instruction in basic academic skills.	Space to seat 11 students in individual settings. Special desks with fixed tops and attached seats or two place tables and chair. Partitions or portable screens (carrels) for at least 6 student stations.
	Development of individual attention and concentration skills. Individual area and time assignments for study with assistance when it is needed.	Library table, chairs, audio-visual equipment, stereo cartridge tape recorder (specialized use, not shared with other rooms) individual headsets, electric typewriter. Special materials and books, auto-instructional devices. Storage area separate from desks. Room to be acoustically controlled and air conditioned.
Basic Learning Skills and Social Development	Group instruction in academic subjects.	Space for 11 student desks, blackboards, maps, globes, audio-visual equipment, screens, bulletin boards. Some distinction between group and individual study areas.
	Group activity and participation. Films and demonstrations.	
	Development of group interaction skills and pre-integration experience.	
Physical Education and specialized motor development skills.	Group and individual indoor P. E. activity. Gross and fine motor control development. Special orientation.	Space within classroom facility for skill development activity without moving desks, etc. Balance boards, record player, other required apparatus and P. E. equipment.
	Group and individual outdoor P. E. activity.	Outdoor space for 11 students. Trampoline, obstacle course, ladders, platforms and other P. E. equipment.

Educational Objectives	Activities	Space and Equipment
Expressive skills, art, music, science and appreciation.	Group and individual studies, projects and demonstrations.	Music, art, and science equipment. Water, sink and clean-up facilities. Tables, easels, storage. Area for science activity center.
Specialized instruction, language skills.	Intensive auditory training, tachistoscopic training, speech correction, tutoring and testing.	Adjacent room acoustically controlled. A-V equipment as required.
Development of self-controls. Teacher control of behavior.	Separation from group activity, quiet rest, greater supervision.	Adjacent room equipped with desk or table and upholstered chair. Controlled vision and sound between rooms. Acoustically controlled.
Preparation for instruction, conferences, and observations of activity.	Teacher preparation area, work space, storage and files. Class observation, parent conferences, consultation, testing.	Enclosed work space and storage, desk, chairs, one-way vision glass, teacher lavatory.
Reduction of stimulation and tension, general environmental and behavior control.	Control of auditory and visual stimulation. Removal of stimulating objects and materials.	Rug or wall-to-wall carpeting, acoustical ceiling and other appropriate sound treatment. Drapes, blinds, means for darkening room. Monochromatic, but cheerful decor. Area for garments and lunches. Enclosed and locked storage. Controlled signal devices - bells, intercom, clock, etc. No windows or outside vision below eye level. Facility distant from playground, preferably a quiet end or corner building. Away from traffic areas. Lavatory facilities adjacent to area.
SPECIAL CLASSES - SECONDARY		
Same as elementary.	Additional facility for advanced academic study.	Space for 12 students - same as elementary.

LEARNING DISABILITY GROUP - ELEMENTARY and SECONDARY

Note: Some programs will essentially require the same provisions as the Special Class when operating as a specialized instructional center.

Educational Objectives	Activities	Space and Equipment
Basic Academic Competency	Individual and small group instruction in remedial subjects and skills.	Space to provide stations for 8 elementary or 10 secondary pupils. Desks, tables, blackboards, maps, charts, globes, A-V equipment.
	Development of individual attention and concentration skills. Individual study.	Environmental control of sound and vision. Individual study area, cubicles, a portable screen, A-V and audio-instructional equipment. Electric typewriters, covered storage.
Development and Basic Skill Learning.	Individual and small group instruction. Gross and fine motor development, perceptual and expressive training.	Space as above plus area for developmental activities. Phonograph, recorder (cartridge), listening post, P. E. equipment.
Conference preparation, Record Keeping, Storage.	Counseling, testing, conferences, visitors, instructional preparation for individual remedial instruction, storage.	Teacher's desk, enclosed storage cabinets, file cabinet, A-V equipment and storage, materials and supplies.

AUXILIARY SUPPORT - ALL PROGRAMS

Total Educational Program.	Auditorium, lunch, playground, lavatory, library, health, conferences, counseling, testing, reporting, administration, custodial, transportation, storage and supply, activities and services.	Utilization of total school plant for planned activities of program. Services to pupils in health, welfare and pupil personnel. Administrative services and records. Maintenance and operation. Mechanical units.

AREA ALLOWANCES FOR THE EDUCATIONALLY HANDICAPPED PROGRAM

A presentation setting forth a comprehensive program and space requirements for educationally handicapped minors was given by the Department of Education at the December 1966 Allocation Board meeting. The purpose of that presentation was for general orientation and reconsideration of action taken at the July 12, 1966 meeting.

On April 12, 1967 the Department of Education presented specific recommendations resulting from a refinement of the space allowances set forth in December, with a request for action by the Board amending the present policy statement.

Present Policy of the Allocation Board as of April 12, 1967

Allowable building area per class group not to exceed the following schedule:

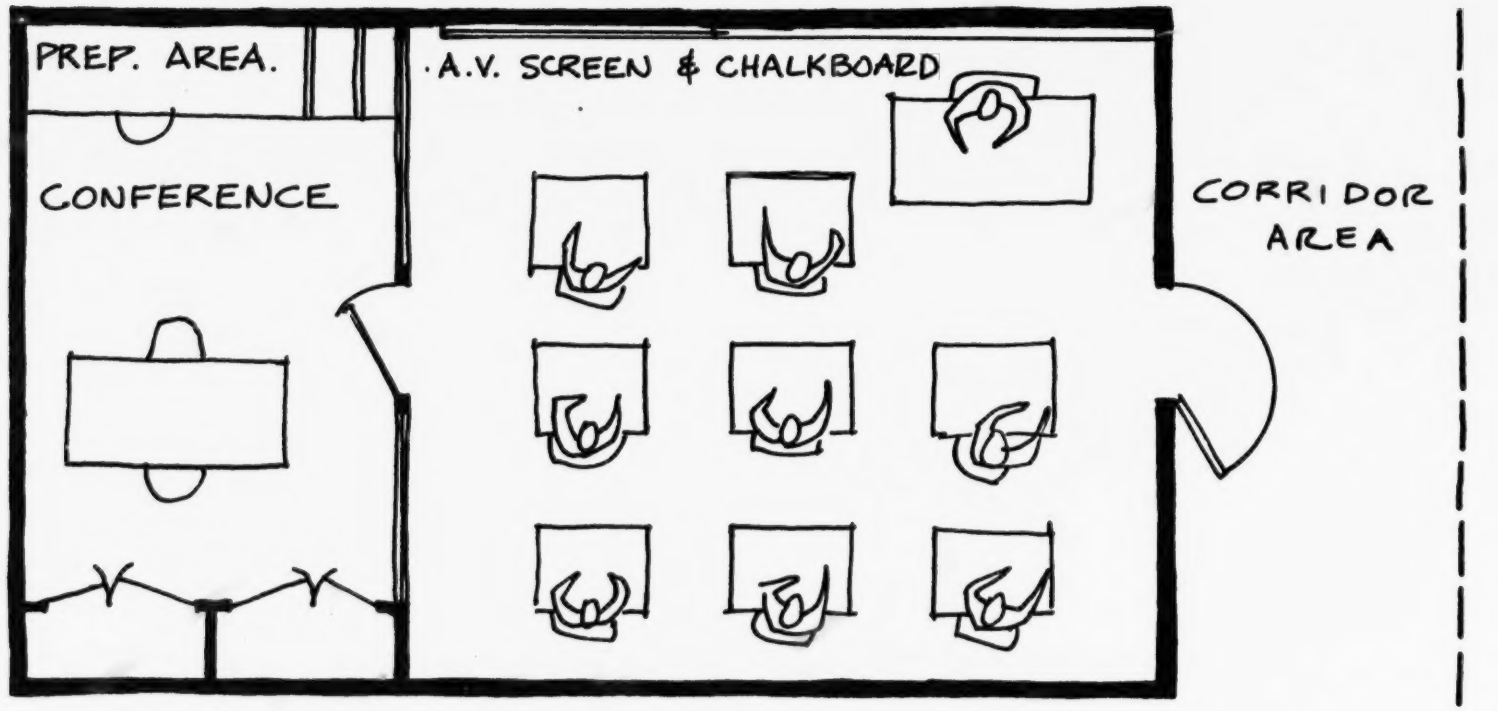
Type A	Learning disability cases (Individual instruction)	600 square feet
Type B	Learning disability cases (Small group instruction)	1,100 square feet
Type C	Moderately severe cases (Special classes)	1,400 square feet
Type D	Critical disability cases (Home and hospital)	Each application for such specialized facilities will be reviewed by the Allocation Board in terms of particular conditions existing in each applicant district.

Allowable costs for furniture and equipment shall be individually determined as prescribed by Part III, Section F2c of the Furniture and Equipment Manual (revised January 1964) of the Department of General Services, Office of Local Assistance. This provision implements Education Code Section 19683.

Charles D. Gibson, Chief

TEACHING STATION **TYPE A** - 600 SQ.FT.

APPROX. 520 SQ. FT.-CLASSROOM
80 SQ. FT.-CORRIDOR



INSTRUCTIONAL AREA FOR INDIVIDUAL REMEDIAL INSTRUCTION
(8 PUPILS MAX.)

TEACHING STATION **TYPE B** - 1100 SQ. FT.

APPROX. 960 SQ. FT. - CLASSROOM + 140 SQ. FT. - CORRIDOR AREA

1

ACADEMIC

2

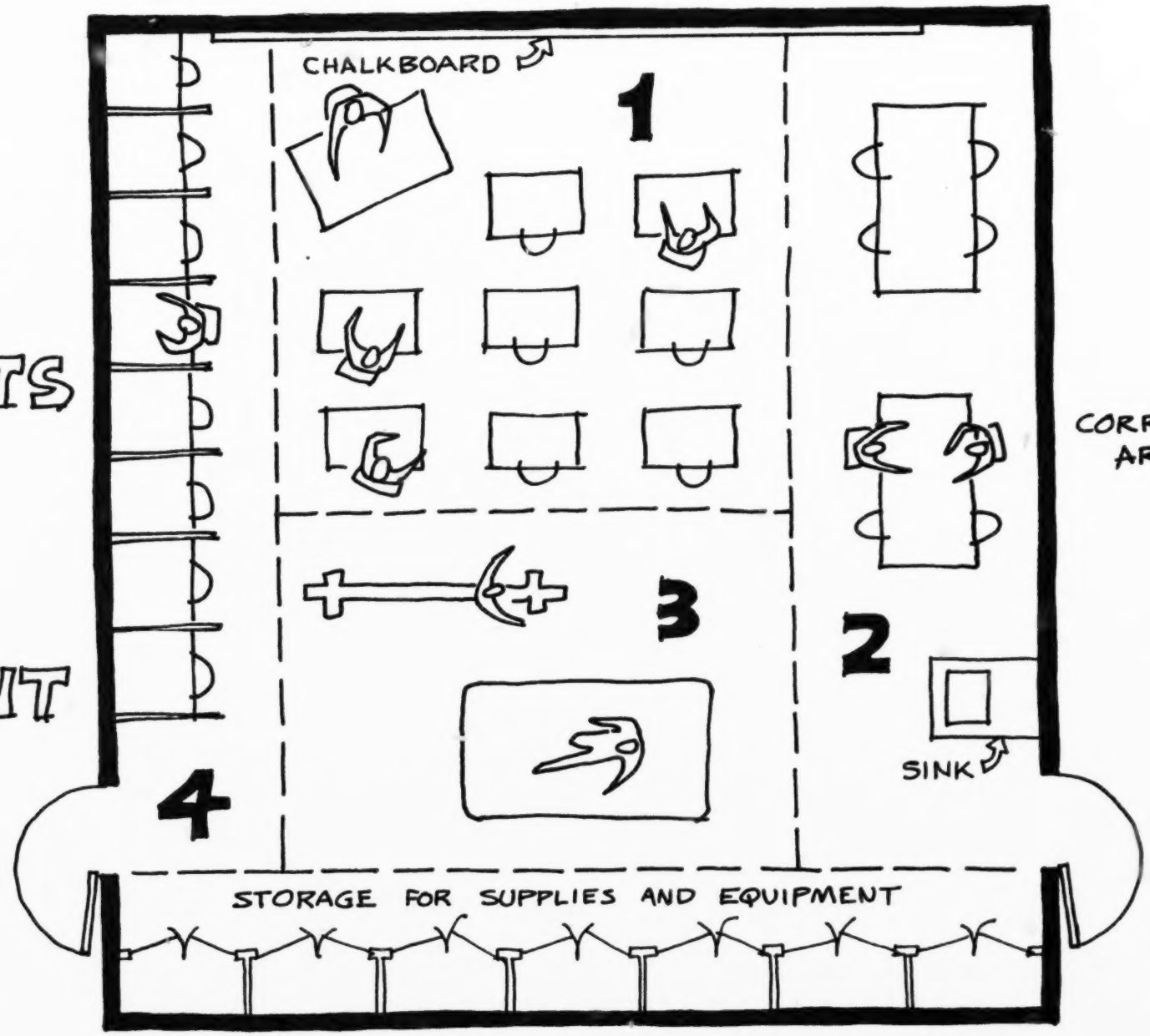
ARTS & CRAFTS

3

MOTOR DEVELOPMENT

4

LISTENING STATIONS



TEACHING STATION **TYPE C** - 1400 SQ. FT.

APPROX. 920 SQ. FT. - BASIC CLASSROOM
300 SQ. FT. - AREA B+C+D
180 SQ. FT. - CORRIDOR

A

① ACADEMIC
② ARTS & CRAFTS
③ MOTOR DEVELOPMENT
④ LISTENING STATIONS

B

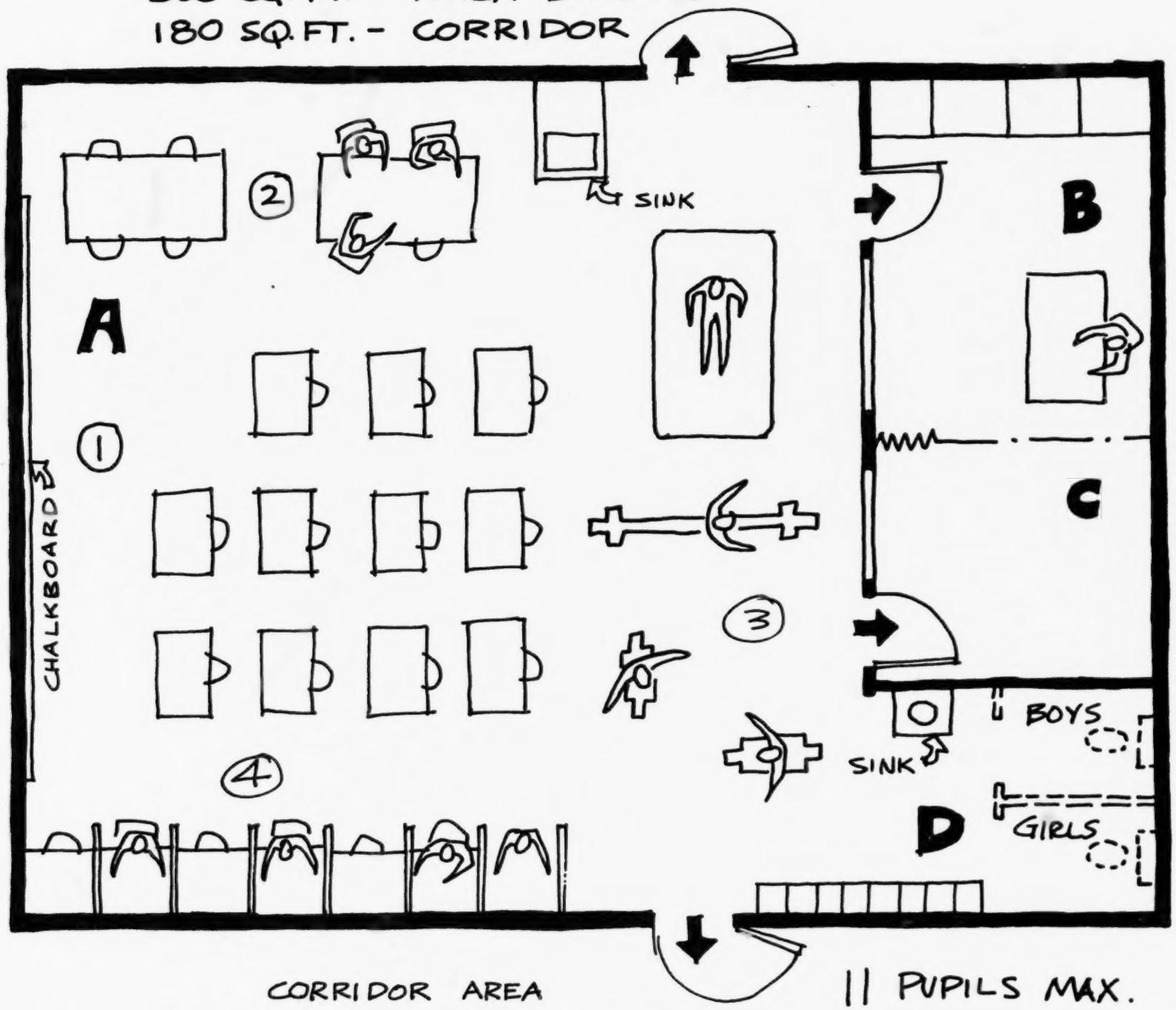
TEACHERS PREPARATION ROOM & CONFERENCE ROOM

C

RECOVERY & TESTING ROOM

D

AREA FOR STUDENT LOCKERS WITH OPTION FOR TOILETS OR STORE ROOM



11 PUPILS MAX.

HOME OR HOSPITAL - TYPE D

CRITICAL DISABILITY CASES

IN 1966, 2.7% OF ALL E.H. PUPILS WERE IN THIS CATEGORY

- AREA REQUIRED FOR PUPILS ENROLLED IN HOME OR HOSPITAL INSTRUCTION SHALL BE DETERMINED BY THE DEPARTMENT OF EDUCATION BASED UPON THE SPECIFIC REQUIREMENTS IN EACH APPLICANT DISTRICT.

ELIGIBILITY LIST - EDUCATIONALLY HANDICAPPED
School Housing Aid for Exceptional Children

The minors listed below have been identified by the Admissions Committee as eligible for placement in _____ for Educationally Handicapped Minors.

(Special Classes)

Name of Child (last, first) (1)	District of Residence (2)	Birthdate (3)	Grade (4)	IQ Score (5)	Specific Learning Problem (6)	Name of Psychologist* (7)	Name of Licensed Physician* (8)

* Member of the Admissions Committee [CAC-V, Section 225 (b) (1 and 2)]

SE/EH ME (1) (EH) (9-65)

District: _____ Date: _____

Name Category of Educationally Handicapped or Mentally Exceptional Children covered in this Application

Application Form

SCHOOL HOUSING AID FOR EXCEPTIONAL CHILDREN

(Ed. Code Section 19681-19689)

Educationally Handicapped or Mentally Exceptional Children

_____ School District

of _____ County, California

Total District A. D. A.: _____ as of _____ mo./yr.

If Unified District, indicate Elementary (K-8) A. D. A.: _____

Category of Handicapped (1)	Total No. Eligible Pupils in District* (2)	NUMBER AND LOCATION OF SPECIAL CLASSROOMS CONSTRUCTED UNDER STATE SCHOOL BLDG. AID: Classes Constructed under Previous Authority				Classes Requested under Present Application			
		School or Site (3)	Grade Level (4)	No. Special Classrooms (5)	Project Number (6)	School or Site (7)	Grade Level (8)	No. Special Classrooms (9)	Project Number (10)

Indicate by checking appropriate space whether this application is being made under the provisions of: E. C. 19683_____ or E. C. 19685 _____

APPLICATION SUBMITTED BY: _____ Date: _____

(signature) (title: Dist. Supt. or Auth. Agt.)

APPROVED BY COUNTY SUPT. OF SCHOOLS: _____ Date: _____

(required only if application made under E. C. 19685)

* Total number of children = Total number of eligible children enrolled in special classes plus total number of children eligible but not enrolled in special classes.

SE (TH 15) (1) (9-65)